



**EAST TENNESSEE STATE  
UNIVERSITY**

College of Clinical and Rehabilitative Health Sciences Department  
of Allied Health Sciences

**ALHE 3050  
Culture and Disability**

**COURSE QUESTIONS**

You may use the online discussion thread, ask the instructor (in the class D2L site) to ask any general questions about the course, assignments, etc. Please read the questions of others and my answers before posting your question. You may learn the answer by viewing my responses to other students, as others may have had a similar question.

**CREDIT HOURS**

3 credit hours

**PRE-REQUISITES**

None

**OBJECTIVES**

This course helps meet the following program objectives:

- Recognize the economic, societal, and cultural factors in the community that impact health and disease management of patients.
- Engage in clinical practice, research, and education in a culturally competent manner.
- Evaluate educational activities as appropriate in the academic, rehabilitative, and clinical setting.

**COURSE PURPOSE AND GOALS**

The purpose of the course is to provide an overview of the culture of disability and the different factors that impact health and disease management of patients across different practice settings.

The goals of this course are to enable students to:

- Identify specific reasons why an appreciation of various cultures and societal influences will be of benefit in the provision of care in healthcare settings.
- Introduce conceptual frameworks for understanding the relationship between culture and disability and its impact on rehabilitation.
- Increase students' self-awareness and self-reflection of their own culture, and how their values and beliefs may interface with the clinical services they provide as rehabilitation professionals.
- Develop the ability and desire to increase cultural awareness and competence.
- Identify emerging trends in the aging society and how aging impacts recovery, rehabilitation and provision of health services.
- Develop the ability to meet patients' needs despite potential literacy and financial limitations.

## **COURSE OBJECTIVES**

At the completion of this course, the student is expected to:

- Describe the importance of understanding cultural concerns of diverse patients.
- Integrate theory with real world scenarios using case studies in planning appropriate patient care.
- Identify trends in aging that present obstacles in the treatment and rehabilitation processes.
- Discuss societal trends that require empathy and sensitive approaches in clinical settings.
- Develop strategies to utilize appropriate communication for patients with health illiteracy.
- Identify correlations between health disparities and minority groups.
- Describe the cultural competency continuum.
- Identify scenarios in which culturally sensitive actions were or could be utilized.
- Examine the importance of the health care system adapting to the cultural and societal evolution in the United States.
- Articulate personal beliefs and values regarding treating patients and families from different cultural backgrounds.

## **MAJOR COURSE TOPICS**

- Rehabilitation issues of diverse patients
- Aging issues in rehabilitation settings
- Empathy of diverse patients
- Health literacy
- Health disparities
- Cultural competency continuum
- Health care systems in the U.S.

## **TEXTBOOK**

Rose, P. (2013). *Cultural competency for the health professional*. Jones & Bartlett: Burlington, MA. ISBN: 978-1-4496-7212-6

## TECHNICAL REQUIREMENT FOR WORD PROCESSING SOFTWARE

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the Office 365 page of the ITS Help Desk website.

## COURSE ASSIGNMENTS

### Textbook Readings

Weekly reading assignments are noted on the table of assignments. To complete assignments in a timely manner, readings should be kept current.

### Discussions

1. Your original post of 200 words minimum by Thursday at 10 pm.
2. The original post must include a question to facilitate further discussion.
3. You must respond to three classmates by Sunday at 10 pm.
4. Your responses to classmates must help to further the discussion, not merely an "I agree". Aim to make your responses a minimum of 100 words.

Class discussions are a significant part of any college class, including online courses. The aim is to encourage interaction among students, allowing for group discussion and sharing ideas and opinions. Students will be expected to post one original post in response to the week's discussion question or scenario. To earn full credit, this post must be a minimum of 200 words and include APA style citations and references where appropriate. You can refer to [www.apastyle.org](http://www.apastyle.org) for accurate information regarding APA citation style. (4 discussions at 20 points each = 80 points)

Students are expected to respond to at least three posts submitted by others. It is important to be respectful of others' ideas, yet it is normal to have varying opinions. Be patient and read the comments of other group members thoroughly before entering your remarks. Be positive and constructive in group discussions. You are not allowed to simply post "I agree" or something similar to earn full points. These should be a minimum of 100 words, and you may choose which of your classmate postings to respond to.

### Written assignments

Various assignments will be assigned throughout the semester and are to be submitted to the dropbox. Descriptions and expectations for each are posted on the D2L site content page and in the dropbox tab. (5 at 20 points) **Two aging assignments are also assigned (2 at 50 pts each).**

### Culture Research Paper

Compose a paper about a culture other than your own to research. Be sure to describe aspects of the culture that may impact health care or present issues/obstacles that could require special consideration. The body of this paper should be a minimum of three double spaced pages (not including title page) with 1-inch margins and 12 pt. font. A minimum of three credible, high quality references should be used. Follow APA guidelines for formatting the reference page and citations throughout the paper. Include a title page with title, author (your name), course title and number, and date. (100 points)

### Personal Statement of Belief and Values

Compose a well thought out, comprehensive statement reflecting your personal beliefs and values about cultural, societal, and aging issues that may influence and guide your career in health care. Minimum of two paragraphs in length, double -spaced with 1-inch margins, 12 pt. font. (20 points)

### Exams

Two exams are to be completed using the assessments feature of D2L. Exams will have a time limit. (Two exams at 50 points each). If you have technical problems with D2L while taking a test, and lose your internet connection, close D2L and restart, log back in, and begin taking the test again immediately. **Save your answers frequently!** If you have a technical problem that prevents you from taking the test, you should email the instructor immediately regarding the situation. You should also check the link for technical resources on the Content page of the course under Course Introduction, and contact the eLearning personnel for assistance

EVALUATION	Possible points	Percentage of grade
Discussions 4 @ 20 pts. each	80 pts.	15%
Culture Research Paper	100 pts.	20%
Exams 2 @ 50 pts. each	100 pts.	20%
Personal Belief Statement	20 pts.	5%
Aging Assignments (2 @ 50 pts each)	100 pts	20%
Chapter assignments (5 @ 20 pts each)	<u>100 pts.</u>	<u>20%</u>
TOTAL:	500 pts.	100%

### DEPT. OF ALLIED HEALTH SCIENCES GRADING SCALE

A =95-100%	A- = 92-94%	B+ = 89-91%
B =86-88%	B- = 83-85%	C+ = 80-82%
C =77-79%	C- = 74-76%	D+ = 71-73%
	F = 67 and below	D = 68-70%

### SCHEDULE

The table of assignments, including reading assignments and assignment due dates is posted in the content area of D2L in the Course Introduction module. It is recommended that you print a hard copy to follow deadlines and assignments in a timely manner.

### BIBLIOGRAPHY

Robnett, R. (2015). *Gerontology for the Health Care Professional*. Sudbury, MA: Jones and Bartlett Learning.  
Galanti, GA. (2015). *Caring for Patients from Different Cultures*. Philadelphia, PA: University of Pennsylvania Press.

Office of Minority Health and Health Disparities

<http://www.cdc.gov/omhd>

US Dept. of Health and Human Services Office of Minority Health

<http://minorityhealth.hhs.gov>

Office of Disease Prevention and Health Promotion <http://www.health.gov/communication/literacy/issuebrief/>

A Guidebook for Providers of Services to Older Americans and Their Families (PDF)

<http://www.aoa.gov/prof/adddiv/cultural/CC-guidebook.pdf>

Agency for Healthcare Research and Quality

<http://www.ahrq.gov>

American Journal of Audiology (eJournal)

American Journal of Speech-Language Pathology (eJournal)

American Journal of Occupational Therapy (eJournal)  
Physical Therapy Journal (eJournal)  
American Journal of Public Health (eJournal)  
Journal of Healthcare Management (eJournal)  
Journal of Cultural Diversity (eJournal)  
Journal of the American Pharmacological Association (eJournal)  
Journal of the Academy of Nutrition and Dietetics (eJournal)  
Journal of the American Medical Association (eJournal)  
Journal of Dental Hygiene (eJournal)

## **GENERAL CLASS POLICIES/GROUND RULES**

The student is responsible for all materials and assignments relevant to the class. Students are expected to turn in all assignments by the due date into the drop box, written in complete sentences, and in paragraph form. Students are expected to complete all tests, which are in the assessment tab of the course by the due date. Students are expected to actively participate in all discussion forums as part of the grade for the course; discussion guidelines are in the Discussion tab of the course.

### **Communication**

Contact the instructor for clarification on an assignment, fear of a late or missed assignment due to extenuating circumstances, or if experiencing technical difficulties. Always use your university e-mail address, include a subject line, and include your E number with a course number and section for all inquiries. Be respectful of your classmates and try to respond in a thoughtful and timely manner when needed.

### **Discussions**

The student must post first on the discussion boards prior to reading and responding to others. This ensures that original thoughts and comments are made. The student should be conscious of spelling, grammar, and tone during discussions. If referencing readings or video viewings these must be cited in APA format.

### **Instructor Feedback**

Students will receive feedback on assignments on D2L through the drop box feedback within 7-10 business days depending on the length of the assignment (papers will take longer to grade than worksheets/exams). The instructor will be reading discussion posts and be involved when appropriate in the discussion. Emails will be responded to within 48 hours during the week unless otherwise noted.

### **Due Dates**

Due dates for written assignments and discussions are listed on the Course Schedule on the Content page. You should read each chapter and review the PowerPoint summary (Content tab) as you progress through the course. See the Course Schedule and the checklist for more specifics.

### **Attendance**

Although this course is online, each student is expected to check the D2L course site multiple times each week for announcements, to complete assignments, and for due dates. The instructor can view which course components have been viewed, how many times and for how long a student has been logged in to the course site. Attendance reporting is submitted after the first three weeks of the semester and is based upon logins and participation in the course to date.

### Syllabus Changes

The instructor reserves the right to make changes as necessary to the syllabus and schedule. If changes are necessitated during the term of the course, the instructor will notify students immediately of changes by email and by posting an announcement on the course home page.

### Office of Registrar

For student resources, you may refer to the following link for syllabus attachment:  
<http://www.etsu.edu/reg/academics/syllabus.php>

### Library

The East Tennessee State University Library is available to all students enrolled in the program. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and other librarian support) and internet resources needed by learners to complete online assignments and as background reading will be included in all courses.

### Statement on Disability

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp center, telephone 439-8346.

### Academic Honesty

Students are expected to maintain standards of professionalism in regard to their academic conduct. In support of the ETSU Honor Code, students who copy from others, allow others to copy their work, and/or present another's work as their own may face charges of academic misconduct, and reported to the Department of Rehabilitative Sciences committee on Professional Standards and Academic Misconduct.

### Academic Misconduct

All students in attendance at East Tennessee State University are expected to be honorable. Academic misconduct is subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving and receiving of unauthorized aid in tests, examination, or other assigned school work. Students who are found responsible for a violation of the academic misconduct policy may receive a "0" grade for that test or assignment. Students have the right to appeal and may do so by following the procedures described in the academic misconduct policy. View the complete policy at

[http://catalog.etsu.edu/content.php?catoid=19&navoid=965#Disciplinary Procedures](http://catalog.etsu.edu/content.php?catoid=19&navoid=965#Disciplinary_Procedures) **Desire to Learn**

### (D2L) Requirements

Operating system	Windows, XP, Vista, Mac OSX
Internet speed	56K modem
Java script & cookies	Enabled
Browser	Firefox, Internet explorer 9-11, Safari 5.1 & 6.0, Chrome
Office program	Microsoft office, PowerPoint, Excel
Multimedia player	Windows media player, Quick time, Real player

Audio recording program	Audacity ( <a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a> ) free!
Miscellaneous	Microphone or headset & speakers Adobe Acrobat Reader

**Academic Technology Support (ATS) - Online Help**

Access information related to advising, counseling, library services, tutoring, health services, etc.

[http://www.etsu.edu/onlinehelp/student\\_help/services.aspx](http://www.etsu.edu/onlinehelp/student_help/services.aspx)

Access information related to technical help with D2L, gold mail, and passwords here.

[http://www.etsu.edu/onlinehelp/student\\_help/tech\\_resources.aspx](http://www.etsu.edu/onlinehelp/student_help/tech_resources.aspx)

**Technical Support**

Please refer to the following link if you need technical support or instructions for submission of assignments (by dropbox), discussions, or quizzes via D2L:

[http://www.etsu.edu/onlinehelp/student\\_help/services.aspx](http://www.etsu.edu/onlinehelp/student_help/services.aspx)

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